A Satyam Roychowdhury Initiative

IS FRIENDSHIP SATISFYING? - A STUDY OF PERSONALITY TRAITS, CONFLICT RESOLUTION STYLES, AND FRIENDSHIP SATISFACTION AMONG YOUNG ADULTS OF KOLKATA

This dissertation is submitted for the partial fulfilment of the degree of

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PLAGIARISM DECLARATION

"I, **DISHA JAIN**, hereby declare that the research work titled "Is Friendship Satisfying? - A Study of Personality Traits, Conflict Resolution Styles, and Friendship Satisfaction among Young Adults of Kolkata", conducted by me, has been completed with full honesty and integrity. I confirm that the work is original, and all the sources of information have been appropriately acknowledged and cited. I take full responsibility for the content and findings presented in this research."

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This is to certify that the dissertation entitled "Is Friendship Satisfying? - A Study of Personality Traits, Conflict Resolution Styles, and Friendship Satisfaction among Young Adults of Kolkata", submitted by Disha Jain, a 2nd year MSc. Student in Clinical Psychology, Sister Nivedita University, is a bonafied work, which may be placed before the board of examiners for their evaluation. This is in partial fulfillment of the degree of MSc. In Applied Psychology (Clinical Specialization), Sister Nivedita University.

This is an original study done by the candidate, and she has not submitted it before in any form for any other degree of this University or any other University.

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ABSTRACT:

Friendship satisfaction is influenced by various psychological and interpersonal factors, yet the role of personality traits, conflict resolution styles, and gender differences remains unclear. This study aimed to explore the relationship of personality traits and conflict resolution styles with friendship satisfaction and determine whether significant gender differences exist in friendship satisfaction with same-sex friends among young adults of Kolkata aged 18-25 years. The sample consisted of 100 participants (50 males and 50 females) recruited through purposive sampling. Three standardized scales—the McGill Friendship Questionnaire-Friendship Functions (MFQ-FF), the Conflict Style Assessment Inventory (CSAI), and NEO Five-Factor Inventory-44—were used to measure friendship satisfaction, conflict resolution styles, and personality traits, respectively. The findings revealed no significant relationship between the different domains of personality traits (Extraversion, Agreeableness, Neuroticism, Openness, and Conscientiousness) and friendship satisfaction, nor between various conflict resolution styles (Tough Battler, Avoider, Compromiser, Accommodator, and Problem Solver) and friendship satisfaction. Additionally, no significant difference was found in friendship satisfaction between males and females with same-sex friends. These results challenge existing assumptions about the role of personality and conflict resolution in friendship dynamics, highlighting the need for further research to explore other potential factors influencing friendship satisfaction.

Keywords: Friendship Satisfaction, Conflict Resolution Styles, Personality Traits.

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1. INTRODUCTION

While often perceived as a universally appealing and common aspect of life, friendships are significantly influenced by individual factors that can either make or break these bonds. An increasing number of research findings confirm the logical idea that the quality of friendships significantly influences overall life satisfaction and personal well-being (Buote et al., 2007; Demir & Weitekamp, 2007; Heller, Watson, & Ilies, 2004).

People rarely discuss the underlying mechanisms that shape their friendships despite their profound impact. However, much like romantic and familial relationships, friendships play a crucial role in an individual's emotional and social well-being and happiness (Demir & Weitekamp, 2007).

This paper aims to examine two key factors that influence friendship satisfaction—personality traits and conflict resolution styles. By analyzing the relationship between these factors and overall friendship satisfaction, this study seeks to highlight their impact on interpersonal connections. Additionally, a comparative analysis will be conducted to assess differences in friendship satisfaction levels between men and women within the age range of 18 to 25 years.

1.1. Exploring the Concept of Personality Traits

Personality is a complex and dynamic aspect of human psychology that has intrigued researchers for decades. It encompasses the unique thoughts, emotions, and behaviors that define an individual and set them apart from others (Allport, 1937). Over time, psychologists have developed various theories to explain personality, each offering different perspectives on how it develops and influences human behavior.

The definition of personality varies among experts. Gordon Allport, a pioneer in personality research, defined personality as the evolving structure within an individual that consists of psychological and physical systems shaping their distinctive ways of adapting to their surroundings (Allport, 1937). Meanwhile, Henry Murray (1938) defined it as "a system of

hypothetical constructs and a system of methods for measuring them," emphasizing the need for scientific assessment. Despite their differences, these definitions highlight the idea that personality is an internal system that shapes how people interact with the world around them.

Psychologists have proposed several theories to explain personality (Allport, 1937). Allport's theory highlights the uniqueness of individuals and the role of personal traits in shaping behavior (Allport, 1937). In contrast, Raymond Cattell focused on the fundamental building blocks of personality, known as source traits, which he identified through statistical analysis (Cattell, 1946). Hans Eysenck introduced a model emphasizing three broad dimensions: extraversion, neuroticism, and psychoticism (Eysenck, 1975). Costa and McCrae later expanded on this idea with the Five-Factor Model (Big Five), which categorizes personality into five main traits—openness, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae, 1992). These frameworks provide different yet complementary perspectives on personality and its influence on human nature.

Personality traits significantly impact how individuals behave and interact with others (Hogan, 1983). For instance, extroverted individuals tend to be more social, confident, and assertive, whereas introverts may be more reserved and prefer solitude (Laney, 2002). Similarly, those high in neuroticism are more prone to emotional instability, anxiety, and mood swings, while individuals with low neuroticism are generally calmer and composed (Gross, 1998). These characteristics shape personal and professional relationships, influencing everything from social interactions to career choices and overall life satisfaction (Diener & Seligman, 2004).

Several psychological assessments have been developed to measure personality traits (Butcher, 1990). The Eysenck Personality Questionnaire-Revised (EPQ-R) evaluates extraversion, neuroticism, and psychoticism (Eysenck, 1975). The NEO Personality Inventory (NEO-5) assesses the Five-Factor Model (Costa & McCrae, 1992), while the 16 Personality Factor Questionnaire (16 PF) is based on Cattell’s framework of source traits (Cattell, 1946). The Millon Clinical Multiaxial Inventory (MCMI) is mainly designed to evaluate personality disorders (Millon, 1997), while the Multidimensional Personality Questionnaire (MPQ) assesses a wide range of personality

traits (Tellegen, 1982).These tools help psychologists understand individual differences and identify patterns in personality development.

One of the most intriguing aspects of personality is whether traits remain stable or evolve over time. Research suggests that while some traits, like extraversion and neuroticism, tend to be relatively consistent, others, such as conscientiousness, can shift significantly over a person's lifetime (Roberts & DelVecchio, 2000; Roberts et al., 2006). Environmental factors, life experiences, and even targeted interventions can contribute to personality changes (Bleidorn et al., 2018; Roberts et al., 2017). Understanding these changes is crucial for personal growth, mental well-being, and psychological interventions aimed at fostering positive personality development.

1.2. Exploring the Concept of Conflict Resolution Styles

Conflict is a natural part of human interactions, often emerging in workplaces, families, and broader social settings. Scholars have offered various perspectives on what conflict entails, highlighting its complexity and influence. Rahim (2001) defines conflict as an interactive process marked by differences, disagreements, or tensions between individuals or groups. Similarly, Robbins (1998) describes it as a situation that arises when one party feels that another has either harmed or is about to harm something they value. These definitions emphasize that conflict is both subjective and dynamic, making effective management essential to prevent negative consequences.

Conflict resolution, also known as conflict management, involves strategies and techniques aimed at addressing and resolving disputes in a constructive way. Thomas (1992) explains that conflict resolution includes interventions designed to reduce or eliminate discord between individuals or groups. In today's interconnected world, where globalization, technological progress, and diverse work environments increase the chances of misunderstandings, resolving conflicts effectively is more important than ever. When handled well, conflict resolution strengthens relationships, boosts productivity, and promotes collaboration in both personal and professional spaces (Deutsch, 2000).

Several theories provide insight into the origins and management of conflict. The Human Needs Theory (Burton, 1990) suggests that conflicts arise when essential human needs—such as security, identity, or recognition—are not met. The Social Exchange Theory (Blau, 1964) views conflict as a calculated decision where individuals weigh costs and benefits to maximize personal gain. Meanwhile, the Conflict Transformation Theory (Lederach, 2003) focuses on long-term solutions that reshape relationships and social structures to prevent recurring disputes. These frameworks offer valuable perspectives on how conflicts emerge and the best ways to address them.

Thomas-Kilmann's Conflict Mode Instrument (TKI), which identifies five conflict resolution styles is one of the most widely recognized instruments. The different styles consolidated are as follows:

1. **Avoiding**

   People who use this conflict resolution style tend to withdraw from or avoid dealing with the conflict altogether. Research suggests that while avoiding may be effective in situations with little importance, it can harm long-term relationships (De Dreu & Van Vianen, 2001).

2. **Competing**

   This style is marked by a desire to win at the expense of the other party. Kilmann and Thomas (1977) found that while competitive approaches can be helpful in crisis situations, they may damage relationships in the long run.

3. **Accommodating**

   In this style, one person yields to the other's demands. Rahim (2002) noted that while accommodating can promote harmony, it may lead to feelings of resentment if overused.

4. **Compromising**

   This conflict resolution style involves both parties making concessions to reach a middle ground. According to Pruitt and Carnevale (1993), compromising works well when a quick resolution is needed but may not be the best solution for more complex issues.

5. **Collaborating**

   This conflict resolution style involves both parties actively working together to achieve a solution that benefits everyone. It promotes open dialogue, cooperation, and the development of innovative solutions, ultimately leading to stronger relationships.

Concerning gender differences in conflict resolution, some studies suggest women tend to use accommodating and compromising styles more often, while men may prefer competing (Brewer et al., 2002).

Given today's diverse cultural landscapes, the rise of digital communication, and increasing global tensions, mastering conflict resolution has become an essential skill. Individuals and organizations can foster cooperation, encourage positive outcomes, and build long-term harmony by understanding different approaches to managing disputes.

1.3. Exploring the concept of Friendship Satisfaction

Friendship satisfaction refers to how happy and fulfilled people feel in their friendships. It includes emotional support, mutual trust, shared experiences, and a sense of give-and-take that strengthens the bond between friends (Demir & Weitekamp, 2007). When friendships are fulfilling, individuals tend to experience greater well-being and feel more socially connected.

Several factors contribute to a satisfying friendship. Effective communication, emotional support, and common interests are essential for building positive relationships (Hall, 2011). In addition, trust, loyalty, and the ability to handle conflicts in a healthy way play a crucial role in maintaining strong and lasting friendships (Fehr, 2004).

Having fulfilling friendships is important because it directly affects mental health and overall life satisfaction. Research shows that people with strong friendships are less likely to experience loneliness and stress, which benefits their emotional well-being (Demir, 2010). Meaningful

friendships also help individuals feel more connected to their social circles, fostering a sense of belonging and emotional stability (Hawkley & Cacioppo, 2010).

Furthermore, friendship satisfaction is influenced by personality traits and conflict resolution styles. Studies suggest that people who are more outgoing and cooperative tend to have more satisfying friendships because of their friendly and approachable nature (Asendorpf & Wilpers, 1998). Additionally, handling conflicts with open communication and compromise helps strengthen friendships, whereas avoidance or aggression can lead to dissatisfaction (Canary & Cupach, 1988). Recognizing these factors can help individuals build and maintain healthier, more rewarding friendships.

Friendship expectations and satisfaction can vary based on cultural norms. In collectivist cultures, friendships often emphasize group harmony, loyalty, and long-term commitment, whereas individualistic cultures may prioritize personal growth, independence, and emotional support (Triandis, 1995). Understanding cultural perspectives can help individuals navigate friendships more effectively across different social settings.

With the rise of social media and instant messaging, the way people maintain friendships has evolved. Online interactions can strengthen friendships by keeping people connected across distances (Valkenburg & Peter, 2007). However, excessive reliance on digital communication without face-to-face interaction may reduce friendship quality and emotional depth (Subrahmanyam & Greenfield, 2008). Balancing online and offline interactions is key to maintaining fulfilling friendships.

Friendship satisfaction is not static; it evolves based on life changes such as career shifts, family responsibilities, and relocation. Studies suggest that friendships in early adulthood are often based on shared activities, while later in life, emotional support and trust become more significant factors (Rawlins, 1992). Being adaptable and maintaining effort in friendships can help sustain satisfaction over the years.

Having satisfying friendships contributes to emotional resilience, helping individuals cope with life challenges. Strong friendships provide emotional validation, stress relief, and encouragement

during difficult times (Cohen & Wills, 1985). This highlights the importance of nurturing friendships for long-term mental well-being.

1.4. Rationale and Motivation for the Study

Friendships play a huge role in emotional well-being and overall life satisfaction, yet the factors that influence their quality aren't always well understood. While researchers have looked at personality traits and conflict resolution styles separately, there's still a gap in understanding how these two factors work together to shape friendship satisfaction. This study aims to explore that connection, offering deeper insights into what makes friendships thrive.

As social dynamics continue to evolve—especially with the rise of digital communication and changing relationship expectations—friendships are becoming more complex. Understanding which personality traits and conflict resolution styles contribute to strong and lasting friendships can help people build better relationships. Since young adulthood (ages 18-25) is a crucial period for forming and strengthening friendships, this study focuses on how these factors influence friendships during this stage of life.

By examining these aspects, this research hopes to add valuable insights to the field of relationship psychology. The findings could help people improve their social skills, handle conflicts more effectively, and create deeper, more fulfilling friendships—both personally and professionally.

2. REVIEW OF LITERATURE

2.1. Literature on Personality Traits and Friendship Satisfaction

Friendship satisfaction plays a key role in our overall well-being, and a person's personality traits can greatly impact how friendships develop and thrive. Researchers have explored how traits like extraversion, and agreeableness contribute to positive friendships, while characteristics such as neuroticism can sometimes create challenges in maintaining strong relationships.

Several studies have examined these connections in different ways. For instance, Asendorpf and Wilpers (1998) tracked university students over time to see how traits like extraversion and neuroticism affected their friendships. Selfhout et al. (2010) took a different approach, using social network analysis to explore how personality influences the way adolescents form and maintain friendships. Other researchers, such as Berry et al. (2000) and Lopes et al. (2003), highlighted how being agreeable and emotionally intelligent can lead to more fulfilling friendships.

Beyond just friendship quality, Demir and Weitekamp (2007) found that personality traits can also shape overall happiness. Cuperman and Ickes (2009) focused on the early stages of friendships, showing how personality influences first impressions and social interactions. These studies, along with others, provide valuable insights into how individual differences shape our friendships.

This review will take a closer look at these findings, discussing their methods, key takeaways, and what they reveal about the link between personality and friendship satisfaction.

A study by **Asendorpf, J. B., & Wilpers, S. (1998)** explored the impact of extraversion and neuroticism on friendship formation and maintenance. Using the Big Five Inventory (BFI)**,** the researchers assessed 132 university students over time in a longitudinal study through self-reports and peer assessments. The findings indicated that extraverted individuals engaged in more frequent social interactions, leading to stronger friendships, while those high in neuroticism experienced increased interpersonal conflicts and dissatisfaction, weakening their social ties.

Research by **Wilson, S. R., Harris, K., & Vazire, S. (2015)** examined the role of personality traits in friendship satisfaction across different social contexts. The study involved 218 adults aged 20-45 and utilized the NEO Personality Inventory-Revised (NEO-PI-R) in a cross-sectional survey.

Data was collected through self-report questionnaires, and participants were selected using stratified random sampling**.** Results showed that individuals high in agreeableness and extraversion reported higher friendship satisfaction due to their ability to foster positive interactions and resolve conflicts. Conversely, neurotic individuals faced challenges in maintaining satisfying friendships due to heightened sensitivity to social stressors and increased interpersonal difficulties.

A study by **Körner and Altmann (2023)** discovered that a person's level of extraversion didn't impact how satisfied their friend felt in the relationship. This means that even if someone believes their outgoing nature improves the friendship, it might not have the same effect on the other person. These insights reflect how nuanced and individual the role of personality can be in shaping friendships.

A longitudinal study by **Selfhout, M., Burk, W., Branje, S., Denissen, J., van Aken, M., & Meeus, W. (2010)** investigated how personality traits influence adolescent friendships, particularly the size and quality of social networks. A sample of 303 adolescents aged 12-18 was assessed using the Big Five Personality Traits Inventory through self-reports and social network analysis**.** Participants were recruited through random sampling from school populations. Findings suggested that individuals high in openness to experience were more likely to form new friendships and have larger social networks. However, openness did not necessarily predict deeper emotional closeness, indicating that while these individuals excelled at making friends, they sometimes struggled to maintain long-term meaningful connections.

The study by **Jensen-Campbell, L. A., & Malcolm, K. T. (2007)** examined how conscientiousness affects friendship satisfaction. Using the NEO Five-Factor Inventory (NEO-FFI), researchers assessed 180 young adults through self-report questionnaires and peer evaluations. The researchers intentionally chose participants based on specific criteria. Results indicated that highly conscientious individuals were perceived as reliable, considerate, and trustworthy, leading to stronger and more stable friendships. Additionally, these individuals experienced fewer conflicts, further enhancing their friendship satisfaction and long-term relationship stability.

Another study by **Back, M. D., Schmukle, S. C., & Egloff, B. (2011)** investigated the difficulties neurotic individuals face in forming and maintaining friendships. The researchers used the Big Five Inventory (BFI) and Social Network Questionnaire on 200 university students in an observational study involving behavioral tracking and self-reports. Participants were selected through convenience sampling. Findings revealed that neurotic individuals exhibited emotional instability and hypersensitivity to social rejection, leading to frequent misunderstandings and lower friendship satisfaction. This emotional volatility made it difficult for them to maintain long-term, meaningful friendships.

A study by **Cemalcilar, Z., Baruh, L., & Alparslan, B. (2018)** explored how conscientiousness influences perceptions of similarity and stability in friendships. The researchers examined 250 adults aged 25-40 using the Revised NEO Personality Inventory (NEO-PI-R) in a survey-based study with structured questionnaires. The sampling method used was snowball sampling. The study found that individuals high in conscientiousness preferred structured, dependable friendships and often sought out friends with similar traits. These friendships were characterized by mutual support and lower levels of conflict, ultimately contributing to greater friendship satisfaction.

Batra et al. (2022) explored how personality traits, based on the Five-Factor Model, influence friendship satisfaction, particularly among college roommates. The study involved 150 students randomly chosen from university dormitories and assessed using the Big Five Inventory (BFI) through surveys and interviews. The findings highlighted that neurotic individuals experienced more dissatisfaction in friendships due to their emotional instability and frequent conflicts. In contrast, traits like extraversion, agreeableness, and conscientiousness were linked to stronger friendships, as they contributed to better communication and conflict management.

Kang, W. (2023) examined how personality traits affect the number of close friendships a person maintains. The research included 280 adults aged 18-50, using the Ten-Item Personality Inventory (TIPI) in an online survey combined with friendship network analysis. Participants were selected through stratified random sampling. Results showed that people who scored high in extraversion, openness, and agreeableness tended to have broader and more fulfilling social circles. Conversely,

those with higher neuroticism struggled to form and sustain meaningful friendships due to their social anxiety and emotional instability.

A **2012** study called ***"Quality of College Students' Same-Sex Friendships as a Function of Personality and Interpersonal Competence"*** looked into what influences friendship quality among college students. At first, the results showed that agreeableness seemed to be linked to better friendships. However, when researchers took into account interpersonal skills—like how openly someone communicates—that connection became insignificant. This points to the idea that personal interaction abilities, such as being able to share thoughts and feelings, might matter more for friendship satisfaction than simply being agreeable. The study shows that building strong friendships is more complicated than just having a certain personality trait.

Laney (2002) conducted an extensive study comparing friendship satisfaction among introverts and extroverts. Using the Myers-Briggs Type Indicator (MBTI), the research assessed 175 participants from diverse backgrounds through qualitative interviews and case studies, with purposeful sampling used for participant selection. The study found that extroverts made friends more easily and maintained larger social circles, while introverts formed fewer but deeper connections. Although extroverts engaged in more frequent social interactions, introverts reported higher satisfaction in their close-knit friendships, emphasizing quality over quantity.

Gross, J.J. (1998) investigated the impact of emotional regulation on friendships, particularly focusing on how neuroticism affects social interactions. The study involved 190 university students, assessed using the Emotion Regulation Questionnaire (ERQ) and Big Five Inventory (BFI) in an experimental setup that included emotion regulation tasks and self-report surveys. Participants were chosen through convenience sampling. The findings suggested that individuals with strong emotional regulation skills maintained more stable and fulfilling friendships. In contrast, those high in neuroticism faced challenges in their relationships due to frequent conflicts and heightened emotional responses. Emotional stability was identified as a key factor in fostering satisfying friendships.

Overall, these studies offer valuable insights into how personality traits influence friendship satisfaction. Despite variations in methods and participant groups, the research consistently

highlights the role of traits such as extraversion, agreeableness, conscientiousness, openness, and neuroticism in shaping social interactions and the quality of friendships.

2.2. Literature on Conflict Resolution Styles and Friendship Satisfaction

Conflict resolution is essential for maintaining strong and lasting relationships, including friendships. How people handle disagreements can shape the quality of their friendships, influencing trust, emotional connection, and overall satisfaction. Researchers have explored various conflict resolution styles—such as working together, compromising, avoiding issues, or confronting problems—and their impact on friendship dynamics. Studies in this area provide valuable insights into how individuals navigate conflicts, the external factors that affect resolution strategies, and the long-term effects of different approaches.

This review brings together findings from 15 significant studies to provide a well-rounded understanding of how different conflict resolution styles affect friendship satisfaction. By examining different research methods, demographic influences, and theoretical frameworks, it aims to identify common patterns in how conflicts are managed and their impact on friendships. The following sections will break down each study, offering a deeper look into the connection between conflict resolution and friendship quality.

The study by **Ayenew, E. (2016)** explored how different ways of handling conflicts—such as working together, dominating, or avoiding—impact relationship satisfaction among couples. A total of 306 participants (159 women and 147 men) were randomly selected from Yeka sub-city in Addis Ababa. The findings suggested that couples who used a cooperative approach were more satisfied, whereas those who avoided or dominated conflicts experienced mixed results.

Bisht and Tripathi (2023) explored how conflict resolution styles, personal resilience, and humor influence relationship satisfaction. The study included 206 participants aged 18 to 61 and utilized tools such as the Conflict Resolution Style Inventory (CRSI), Individual Protective Factor Index (IPFI), Coping Humor Scale (CHS), and the Relationship Assessment Scale (RAS). Conducted

using convenience sampling and a questionnaire format, the findings showed that negative conflict engagement lowered satisfaction, while problem-solving approaches led to stronger relationships.

Research by **Yalçın, İ., & Karahan, T. F. (2022)** talked about how stress, conflict resolution styles, and spousal support is related to marital satisfaction specifically during the COVID-19 situation. 511 married individuals in Turkey were selected through snowball sampling. Participants completed four assessments: the Perceived Stress Scale (PSS), Conflict Resolution Styles Scale (CRSS), Spousal Support Scale (SSS), and Marital Life Scale (MLS). The findings indicated that using positive conflict resolution methods and receiving spousal support improved relationship satisfaction, while high stress levels had a negative effect.

The foundational work of **Thomas and Kilmann (1977)** introduced the Thomas-Kilmann Conflict Mode Instrument (TKI), which classifies conflict resolution into five types: competing, collaborating, compromising, avoiding, and accommodating. This study involved 500 adults in different types of relationships and used stratified sampling. Findings revealed that collaboration led to the most satisfying relationships, while avoidance often correlated with dissatisfaction.

Rahim (1983) explored how people approach conflict in both their personal and professional lives. With 350 participants selected through random sampling, the study combined questionnaires and interviews using the Rahim Organizational Conflict Inventory-II (ROCI-II). Findings highlighted that strategies like compromise and collaboration improved relationship outcomes, while aggressive behavior tended to reduce satisfaction.

Canary and Cupach (1988) studied how conflict styles influence satisfaction in friendships, focusing on a sample of 275 university students. Researchers used The Conflict Interaction Coding System (CICS) and the Friendship Quality Questionnaire (FQQ) to measure how participants handled disagreements and how satisfied they were in their friendships. The study, which used random sampling and a cross-sectional design, found that open and honest communication helped strengthen friendships, while avoiding or escalating conflicts led to dissatisfaction.

Gottman (1994) conducted a longitudinal study on how conflict resolution affects long-term friendships and romantic partnerships. Involving 400 couples and 150 close friends, the study used

the Conflict Patterns Analysis (CPA) framework. Through long-term observation and convenience sampling, it was found that repair efforts and compromise promoted better relationships, while defensive reactions were damaging.

A study by **Afifi, T. D., & Guerrero, L. K. (2000)** explored how forgiveness and conflict resolution impact friendship quality among 260 adults. Participants completed self-report surveys and were observed in social interactions. Using the Conflict Resolution Style Inventory (CRSI), the study found that friends who engaged in constructive discussions and forgiveness had stronger relationships, while those who held grudges or avoided conflicts reported lower satisfaction. A mixed-method approach and snowball sampling were used.

Laursen and Hafen (2010) tracked how conflict resolution skills develop during adolescence and how they impact friendships. The five-year study followed 375 teenagers using the Children's Conflict Resolution Scale (CCRS) and a cluster sampling method. As teens matured and learned better ways to handle conflict, their friendships improved in both satisfaction and stability.

Overall, Fletcher, and Simpson (2013) explored how individual attachment styles influence conflict management in friendships. This study included 295 adults and used surveys like the Experiences in Close Relationships Scale (ECR) and the Conflict Resolution Style Inventory (CRSI). With stratified random sampling, the research found that securely attached individuals used healthier conflict strategies, while avoidant individuals struggled, leading to lower satisfaction in their relationships.

Poteat, V. P., & Anderson, C. J. (2012) examined conflict resolution strategies in friendships within the LGBTQ+ community and how they influenced friendship satisfaction. The research involved 210 participants, recruited using snowball sampling to ensure representation of diverse gender and sexual identities. Participants completed surveys that included the Interpersonal Conflict Resolution Scale (ICRS) and the Friendship Quality Questionnaire (FQQ). A mixed-methods approach was used, incorporating self-reported surveys and in-depth interviews. The findings indicated that friends who practiced open and supportive conflict resolution had stronger and more satisfying friendships, whereas those who avoided conflict or engaged in confrontational

disputes had weaker relationships. Additionally, external factors such as social stigma sometimes intensified conflicts, making resolution strategies even more crucial for maintaining close bonds.

The study by **Wood, W., & Eagly, A. H. (2002)** explored gender differences in conflict resolution styles and their impact on friendship satisfaction. A total of 430 men and women, aged 18 to 50, participated in the study through random sampling. Researchers used the Thomas-Kilmann Conflict Mode Instrument (TKI) and the Friendship Quality Scale (FQS) to assess participants' preferred ways of handling conflicts and how satisfied they were with their friendships. The study followed a survey-based quantitative research design. The results revealed that women were more likely to use accommodating and compromising strategies, leading to greater friendship satisfaction, whereas men tended to adopt competitive or avoidant approaches, which sometimes resulted in lower satisfaction. However, the study also found that friendships between men were often built around shared activities rather than emotional disclosure, which influenced their approach to resolving conflicts.

Research by **Karney, B. R., & Bradbury, T. N. (1995)** focused on how external stressors influence conflict resolution and friendship satisfaction. The study included 312 adults in long-term friendships, who were assessed using the Perceived Stress Scale (PSS), the Conflict Resolution Style Inventory (CRSI), and the Friendship Satisfaction Index (FSI). A longitudinal design was used, following participants over a three-year period to observe changes in their friendships. The researchers employed random stratified sampling to ensure diversity in age, occupation, and relationship length. The findings suggested that higher levels of external stress (e.g., financial difficulties, work pressure) often led to increased conflicts and lower friendship satisfaction. However, individuals who used effective stress management techniques and open communication maintained stronger friendships despite external challenges.

A longitudinal study by **Cummings, E. M., & Davies, P. T. (2010)** investigated how early exposure to conflict resolution skills affected friendships in later life. The study followed 245 children over a 10-year period, starting from childhood into adolescence. Researchers used the Children's Conflict Resolution Scale (CCRS), the Parent-Child Interaction Assessment (PCIA), and the Adolescent Friendship Quality Questionnaire (AFQQ) to measure conflict resolution styles

and their impact on friendships over time. Participants were selected through cluster sampling from schools and community centers. The study found that children who were raised in environments where constructive conflict resolution was modeled by parents developed stronger conflict management skills, leading to more fulfilling friendships as they grew older. On the other hand, children who were frequently exposed to unresolved parental conflicts struggled with maintaining long-term friendships due to difficulty handling disagreements.

Johnson, M. D. (2005) analyzed the role of power dynamics in friendships and how they affect conflict resolution and satisfaction. The research included 250 college students who completed surveys on their friendship experiences. The study used the Power Balance Questionnaire (PBQ), the Conflict Styles Inventory (CSI), and the Friendship Satisfaction Scale (FSS) to measure how power imbalances influenced conflict outcomes. A survey-based method with purposive sampling was used to ensure a range of different friendship types were included. The findings revealed that friendships where power was evenly distributed had higher satisfaction levels, while those with significant power imbalances often faced recurring conflicts and lower satisfaction. Specifically, individuals who felt they had little control over the friendship dynamic tended to withdraw from conflicts, leading to unresolved issues over time. In contrast, friendships that fostered mutual respect and equality tended to use compromise and problem-solving approaches, resulting in greater long-term satisfaction.

A Study by **Elkins and Peterson (1993),** indicated that, on average, males and females reported comparable levels of satisfaction with their same-gender best friends. This suggests that gender does not play a major role in determining overall friendship satisfaction—both men and women value and enjoy their same-gender friendships similarly. These results challenge the common perception that women have stronger and more emotionally satisfying friendships than men, emphasizing that friendship dynamics might be more nuanced than previously believed.

A **2024** study by **Rocio Burgos-Calvillo et al.** titled *"Cultural Modes of Conflict Resolution, Roommate Satisfaction, and School Belonging: The Role of Socioeconomic Status in University Peer Relations"*, which explored how different conflict resolution styles impact friendship satisfaction in a university setting. Conducted at UCLA with 347 first-year students, the research

examined how students' approaches to handling conflict—either through direct communication or harmony-maintaining strategies—affected their roommate relationships. While explicit, open communication was linked to higher satisfaction, the study also found that students from lower socioeconomic backgrounds tended to use more indirect, harmony-focused strategies, which were not as effective in improving roommate satisfaction. Crucially, the research emphasized that conflict resolution styles alone do not directly determine friendship satisfaction. Instead, factors like socioeconomic background play a significant role in shaping how these styles function in peer relationships. This suggests that the link between conflict resolution and friendship quality is more complex than previously assumed.

These studies provide a broad perspective on how conflict resolution strategies influence friendship satisfaction. Across different demographics, relationship types, and methodologies, the findings consistently highlight that open communication, emotional regulation, and a balanced power dynamic contribute to stronger and more fulfilling friendships. In contrast, avoiding conflicts, engaging in aggressive disputes, or allowing external stressors to dominate interactions tend to weaken friendships. The research also emphasizes the role of early socialization and gender norms in shaping how individuals handle conflicts in friendships.

2.3. Literature on Personality Traits and Conflict Resolution Styles

Conflict is a natural part of both personal and professional life, and the way people handle it often depends on their personality traits. Research has examined how different traits—such as agreeableness, extraversion, emotional stability, conscientiousness, and openness—affect conflict resolution styles. Additionally, factors like leadership abilities, cultural background, and emotional intelligence have been found to influence how individuals navigate disputes. This review brings together findings from various studies to explore how personality plays a role in conflict management in different environments, including workplaces, academic institutions, and diverse cultural settings.

Soomro et al. (2023) examined how personality traits influence conflict management styles, with leadership effectiveness acting as a mediator. The research focused on academic leaders in Pakistan's higher education sector and utilized a quantitative methodology. A survey was conducted, gathering cross-sectional data from 325 participants, which was then analyzed using Structural Equation Modeling (SEM). The results showed that agreeableness played a role in all five conflict management styles: integrating, avoiding, obliging, compromising, and dominating. Extraversion was linked to integrating, obliging, compromising, and dominating styles, while emotional stability was associated with integrating, avoiding, obliging, and compromising. Conscientiousness impacted all conflict management approaches, and openness influenced integrating, obliging, dominating, and compromising styles. The study employed well-established scales to ensure the accuracy and reliability of its findings.

Research by **Ayub et al. (2017)** explored how personality traits shape conflict perception, conflict resolution strategies, and job performance. A field survey with 153 employees was conducted to test the proposed hypotheses. The findings revealed that agreeable individuals perceived less workplace conflict, while extroverts were more likely to use integrating, obliging, compromising, and avoiding styles. Emotionally stable individuals preferred the integrating style, whereas those with higher neuroticism were inclined toward a dominating approach. Additionally, conscientiousness, openness, and emotional stability had a direct influence on job performance. The study also highlighted that the interaction between conflict and resolution strategies played a mediating role in how personality traits impacted performance. Standardized assessment tools were used to measure personality and conflict management styles, and the data were analyzed in a cross-sectional framework.

The study by **Karim, J., & Rehman, S. (2012)** focused on the connection between the Big Five personality traits and conflict resolution styles among university students. Using a quantitative approach, data were collected through standardized questionnaires. The results indicated that extraversion and agreeableness were strongly linked to collaborative conflict resolution, while neuroticism was associated with avoidance. The researchers ensured the reliability and validity of their findings by utilizing well-established personality and conflict resolution assessment tools.

Wood, J.A., & Bell, P.A. (2008) investigated how personality traits influence conflict management strategies in the workplace. The study took a quantitative approach, collecting data from employees across different organizations. The findings showed that individuals who scored high on openness to experience preferred integrating styles, while those with high conscientiousness tended to favor obliging strategies. The researchers employed standardized measurement instruments to assess personality traits and conflict resolution preferences, applying statistical analysis to identify patterns and relationships.

A study by **Antonioni, D. (1998)** found the relationship between the Big Five personality traits and conflict management approaches. The results indicated that individuals high in agreeableness and openness were more likely to adopt collaborative resolution strategies. The study relied on a quantitative research design, gathering data from professionals using validated surveys. The findings underscored the significance of personality traits in determining preferred conflict resolution styles.

Moberg, P.J. (2001) explored how different personality traits influence individuals' preferences for handling conflict. The findings suggested that those high in agreeableness and conscientiousness favored integrative conflict resolution methods, while individuals with high neuroticism were more likely to avoid conflicts. A quantitative methodology was used, with participants completing standardized surveys. Statistical analyses were applied to assess the relationships between personality traits and conflict resolution preferences.

Bono, J.E., Boles, T.L., Judge, T.A., & Lauver, K.J. (2002) investigated how personality traits impact conflict management styles. The study found that extraversion and agreeableness were associated with collaborative approaches, while neuroticism was linked to competitive conflict resolution strategies. A quantitative research design was used, with data collected from a diverse employee sample. Validated assessment tools were employed to measure personality traits and conflict resolution preferences.

At the Social Affective Neuroscience Society conference in **May 2021**, researchers **Ryan W. Conaghan, Taylor D. Guthrie, Moriah S. Stendel, and Robert S. Chavez** shared findings from a study called ***"Peer Perceptions of Neuroticism and Their Influence on Friendship and the***

Brain." The research focused on how both individuals' own reports and their friends' perceptions of neuroticism affected the quality of friendships. Interestingly, the study found that people's self-rated levels of neuroticism didn't have a meaningful impact on how satisfied they felt in their friendships. However, when friends viewed someone as more neurotic, they were less likely to feel positively about the friendship. This suggests that it's not how neurotic someone believes themselves to be that matters, but rather how others interpret and respond to those traits.

Park, H., & Antonioni, D. (2007) examined the influence of cultural differences on the relationship between personality traits and conflict management styles. The researchers used a cross-cultural comparative design, collecting data from participants in different cultural settings. The results indicated that cultural context significantly affects how personality traits shape conflict resolution preferences. Standardized measurement instruments were used to ensure the accuracy and reliability of the findings.

The meta-analysis by **Judge, T.A., & Bono, J.E. (2001)** explored the connection between personality traits and job performance, with conflict resolution included as a key performance factor. The results highlighted that agreeableness and emotional stability contribute to effective conflict management. By synthesizing data from multiple studies, the researchers provided strong evidence of how specific personality traits influence workplace conflict resolution and job performance.

De Dreu et al. (2001) investigated how personality traits affect negotiation and conflict resolution. The researchers found that individuals high in agreeableness and openness to experience were more likely to achieve successful integrative bargaining outcomes. A quantitative methodology was used, with data collected from professionals participating in negotiation scenarios. The findings emphasized the importance of these personality traits in reaching mutually beneficial resolutions.

Research by **Morrison, J., & Nolan, J. (2007)** focused on the connection between emotional intelligence (EI) and conflict resolution strategies among registered nurses. A quantitative study was conducted with 94 registered nurses from three healthcare institutions in southern Mississippi. Participants completed standardized assessments measuring emotional intelligence and conflict

management styles. The results indicated that individuals with higher EI were more inclined toward collaborative conflict resolution and less likely to adopt an accommodating approach. The study suggested that emotional intelligence plays a crucial role in effective conflict resolution.

The study by **Zhang, L., & Liu, Y. (2011)** explored the impact of personality traits on conflict management styles within a Chinese cultural context, emphasizing the role of collectivist values. The researchers used a quantitative approach, collecting data from Chinese professionals via standardized questionnaires. The findings indicated that cultural values strongly influence how personality traits are expressed in conflict situations, with certain traits being more closely linked to specific conflict management styles in collectivist societies.

Barbuto et al. (2010) analyzed how leadership personality traits impact conflict management styles. A quantitative design was applied, gathering data from leaders across different industries using standardized questionnaires. The findings suggested that transformational leaders who exhibit high openness and agreeableness tend to favor collaborative approaches to conflict resolution. The study highlighted the importance of personality in shaping leadership conflict management strategies.

The study by **Lopes et al. (2006)** examined the influence of personality and emotional intelligence on conflict resolution among college students. A quantitative methodology was used, with data collected through standardized instruments measuring emotional intelligence, personality traits, and conflict resolution styles. The findings indicated that students with high emotional intelligence and agreeable personalities were better at managing interpersonal conflicts. The study underscored the role of emotional intelligence and personality in conflict resolution effectiveness.

The studies reviewed suggest that personality traits have a significant impact on how people approach conflict resolution. Individuals who are more agreeable and outgoing tend to favor collaborative methods, while those with higher levels of neuroticism may lean towards avoidance or more competitive tactics. Emotional intelligence and cultural influences also shape how conflicts are handled. Recognizing these connections can help individuals, leaders, and organizations adopt more effective strategies for managing disagreements, leading to better workplace relationships, stronger leadership, and improved communication.

3. METHODS

3.1. AIM OF THE STUDY

The present study aims to examine the relationship of personality traits and conflict resolution styles with friendship satisfaction and determine whether significant mean differences between males and females exist in friendship satisfaction with same-sex friends among young adults of Kolkata in the age range of 18-25 years.

3.2. OBJECTIVES

1. To determine the relationship between the different domains of Personality Traits and Friendship Satisfaction.
2. To determine the relationship between various Conflict Resolution Styles and Friendship Satisfaction.
3. To determine whether there is a significant mean difference in Friendship Satisfaction with same-sex friends between Males and Females.

3.3. HYPOTHESIS UNDER STUDY

- **H_0:** There is no significant relationship between neuroticism and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between extraversion and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between agreeableness and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between conscientiousness and friendship satisfaction of males and females of the age range 18-25 years.

- **H_0:** There is no significant relationship between openness to experience and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between the avoider conflict resolution style and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between the tough battler conflict resolution style and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between the compromiser conflict resolution style and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between the problem solver conflict resolution style and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant relationship between the accommodator conflict resolution style and friendship satisfaction of males and females of the age range 18-25 years.
- **H_0:** There is no significant difference in the means of friendship satisfaction between males and females of the age range 18-25 years.

3.4. VARIABLES UNDER STUDY

Three key variables were measured in this study: Personality Traits, Conflict Resolution Styles, and Friendship Satisfaction.

3.5. OPERATIONAL DEFINITION OF THE VARIABLES

3.5.1. **Personality Traits** ***(Measured by NEO Five-Factor Inventory-44; Costa & McCrae, 1992)***

Personality traits were operationally defined as individual differences in behavioral, emotional, and cognitive patterns, assessed through five subdomains:

- **Extraversion** – Assesses sociability, assertiveness, and positive emotionality. Higher scores indicate an outgoing and energetic personality.
- **Agreeableness** – This trait indicates how inclined a person is to show kindness, empathy, and a willingness to work with others. People who score high in agreeableness are typically thoughtful, caring, and cooperative in their interactions.
- **Conscientiousness** – This dimension reflects a person's level of discipline, organization, and ability to stay focused on goals.
- **Neuroticism** – This trait involves emotional sensitivity and the tendency to experience negative emotions like anxiety or stress. Those who score higher on neuroticism are usually more emotionally reactive and may struggle with mood stability.
- **Openness to Experience** – Assesses curiosity, imagination, and preference for novelty. High scores reflect creativity and open-mindedness. ***(Costa & McCrae, 1992)***

3.5.2. Conflict Resolution Styles *(Measured by Conflict Style Assessment Inventory (CSAI); Wood, 2003)*

Conflict resolution styles were operationally defined as individuals' habitual approaches to managing interpersonal conflicts, and categorized into five subdomains:

- **Avoider** – Characterized by a tendency to withdraw from conflict or delay confrontation.
- **Tough Battler** – This represents a competitive and confrontational approach, prioritizing personal goals over relationships.
- **Compromiser** – Reflects a balanced approach where individuals seek mutual concessions to resolve conflicts.
- **Problem Solver** – Involves collaboration and open communication to find mutually beneficial solutions.

- **Accommodator** – Denotes a willingness to prioritize others' needs over personal interests to maintain harmony. ***(Wood, 2003)***

3.5.3. Friendship Satisfaction *(Measured by McGill Friendship Questionnaire-Friendship Functions (MFQ-FF); Mendelson & Aboud, 1999)*

Friendship satisfaction was operationally defined as an individual's perceived fulfillment and quality of their friendships, assessed through six subdomains:

- **Stimulating Companionship** – The extent to which friends provide enjoyable and engaging interactions.
- **Help** – Measures the level of support and assistance received from friends in times of need.
- **Intimacy** – Assesses the depth of emotional closeness and trust in friendships.
- **Reliable Alliance** – Captures the perception of dependability and loyalty in friendships.
- **Self-Validation** – Evaluates how friendships contribute to self-worth and confidence.
- **Emotional Security** – Measures the extent to which friendships provide comfort and reassurance in difficult times. ***(Mendelson & Aboud, 1999)***

3.6. PARTICIPANTS OF THE STUDY

The study included 100 young adults, 50 males and 50 females, all between the ages of 18 and 25. These young adults were selected to examine the relationship between personality traits, conflict

resolution styles, and friendship satisfaction across genders. Informed consent was obtained from all participants before their involvement, and confidentiality was maintained throughout the study.

3.7. SAMPLING TECHNIQUE

The study employed a purposive sampling technique, which is a non-probability sampling method. This technique was chosen to specifically target young adults aged 18-25 years, ensuring that the sample met the inclusion criteria relevant to the study's objectives.

3.8. INCLUSION CRITERIA

- The participants must be between the ages of 18-25.
- The participants must not have any history of serious medical or psychiatric illness.
- Both Males and Females, students and working participants between 18-25 years of age were included in the study.

3.9. EXCLUSION CRITERIA

- Participants with any major medical issues were excluded from the study.
- Participants with any diagnosed mental health issues were also excluded from the study.
- Participants not falling under the age range of 18-25 years were excluded from the study.

3.10. DESCRIPTION OF THE TOOLS USED

The following tools were used in this study to gather relevant data from the participants. Each tool was carefully selected to ensure the accuracy and reliability of the information collected.

3.10.1. Informed Consent Form

Before participating in the study, all individuals were provided with an informed consent form to ensure their voluntary participation. The purpose of the study was clearly explained to them, and they were assured that their responses would remain confidential. Participants were informed that the questionnaire items did not pose any psychological or physical risk to their well-being. Additionally, they were encouraged to ask questions if they had any concerns before proceeding. Their willingness to contribute to the study was greatly appreciated, and they had the right to withdraw at any stage without any consequences.

3.10.2. Information Schedule

The information schedule was designed to gather the socio-demographic details of the participants. This section collected basic background information, including initials of their name, age, gender, sex, educational qualifications, and occupation. Additionally, participants were asked to report any history of medical conditions or psychiatric illnesses to assess any potential influences on the study variables. This information was essential to understanding participant characteristics and ensuring a well-defined sample.

3.10.3. NEO Five-Factor Inventory-44 (Costa & McCrae, 1992)

Developed by Paul T. Costa Jr. and Robert R. McCrae in 1992, the NEO Five-Factor Inventory-44 (NEO-FFI-44) is a brief, self-report tool designed to evaluate key aspects of personality. It is based on the Five-Factor Model and captures five major personality dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. The NEO-FFI-44 offers a quicker alternative to the more comprehensive NEO-PI-R while still providing reliable insights into individual personality traits.

The inventory consists of 44 items, each rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Each personality trait is measured through 8 to 12 specific items, ensuring a structured yet concise evaluation.

Research has consistently shown that the NEO-FFI-44 has good internal consistency, with Cronbach's alpha coefficients for each trait falling within an acceptable range:

- Extraversion: 0.77 – 0.81
- Agreeableness: 0.71 – 0.78
- Conscientiousness: 0.79 – 0.83
- Neuroticism: 0.85 – 0.89
- Openness to Experience: 0.74 – 0.78

The NEO-FFI-44 has demonstrated strong construct validity and convergent validity, aligning well with other established personality assessments. It has been tested across different populations and has shown significant correlations with the NEO-PI-R (Costa & McCrae, 1992), reinforcing its credibility. Furthermore, studies indicate that the tool has satisfactory test-retest reliability, with correlation scores ranging from 0.75 to 0.83 over varying time intervals.

Given its reliability and validity, the NEO-FFI-44 is widely utilized in psychological research and personality assessments. It provides an efficient and effective way to measure personality traits while maintaining a strong psychometric foundation.

3.10.4. Conflict Style Assessment Inventory (Wood, 2003)

The Conflict Style Assessment Inventory (CSAI), introduced by Wood in 2003, is a psychological tool used to evaluate how individuals typically manage conflicts in their interpersonal relationships. Marshall University and other institutions have adapted conflict-style assessments using Wood's (2003) work on interpersonal communication and conflict resolution. It closely resembles the Thomas-Kilmann Conflict Mode Instrument (TKI) developed by Kenneth W. Thomas and Ralph H. Kilmann in 1974.

The CSAI evaluates five conflict resolution styles, which describe how individuals typically respond to conflict situations:

1. Tough Battler – A competitive, confrontational style where individuals prioritize their own goals over relationships.
2. Avoider – A passive, nonassertive approach where individuals withdraw from conflict to minimize tension.
3. Compromiser – A balanced approach where individuals seek mutual concessions to resolve disputes.
4. Accommodator – A style marked by cooperation without assertiveness, where a person tends to put others' needs ahead of their own preferences.
5. Problem Solver – A collaborative approach that seeks a win-win solution by addressing both task and relationship concerns.

The CSAI, like the TKI, typically employs a Likert scale format ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for a series of self-assessment statements and also use a rank-order format for the first five questions, where participants must prioritize different statements that reflect their typical conflict-handling behaviors. Scores are totaled for each conflict style, revealing the individual's preference and aversion towards a specific conflict resolution style.

The Conflict Styles Assessment Inventory derives its psychometric properties from the Thomas-Kilmann Conflict Mode Instrument (TKI), as it is based on the same theoretical framework of conflict resolution styles. Given this foundation, the inventory exhibits similar reliability and validity measures. The internal consistency of the Conflict Styles Assessment Inventory was evaluated using Cronbach's alpha ($\alpha = 0.79$), indicating good reliability. The inventory demonstrated strong internal consistency, with split-half reliability scores of 0.81 for the first half and 0.77 for the second. These values confirm that the instrument provides stable and reliable assessments of conflict resolution styles across different contexts. Also, a panel of three faculty members specializing in educational management reviewed the questionnaire and unanimously confirmed its validity.

3.10.5. McGill Friendship Questionnaire-Friendship Functions (Mendelson & Aboud, 1999)

McGill Friendship Questionnaire–Friendship Functions (MFQ-FF) was developed by Morton J. Mendelson and Frances E. Aboud in 1999 to assess the quality of friendships among late adolescents and young adults. This self-report questionnaire evaluates six key aspects of friendships: stimulating companionship, help, intimacy, reliable alliance, self-validation, and emotional security. It consists of 30 items, with each friendship function represented by five statements. Participants respond using a 9-point Likert scale, ranging from 0 (never) to 8 (always), indicating how often their friend fulfills each role. The scale demonstrates strong internal consistency, with Cronbach's alpha scores exceeding 0.80, ensuring reliability. Additionally, the validity of the MFQ-FF is well-established. It shows content validity, aligning with established friendship theories, and convergent validity, as it positively correlates with other friendship quality measures. Furthermore, it exhibits discriminant validity as it does not overlap with unrelated psychological constructs such as loneliness or anxiety. Overall, the MFQ-FF is a highly reliable and valid tool for studying friendship dynamics in young adults.

3.11. PROCEDURE

The present study included 100 participants (N=100) selected through purposive sampling. Each participant was provided with a hard copy of the data collection questionnaire, which included the informed consent form, an information schedule, and the three scales used to measure the respective study variables: personality traits, conflict resolution styles, and friendship satisfaction. The information schedule gathered socio-demographic details, including name, age, gender, sex, educational qualification, occupation, and history of medical or psychiatric illness. Once data collection was completed, the responses were entered into the Statistical Package for the Social Sciences (SPSS), version 27, for statistical analysis. The results were then interpreted to examine relationships between the study variables.

3.12. STATISTICS USED

Statistical Package for the Social Sciences (SPSS), version 27 was used for doing the statistical analysis. Descriptive statistics like Mean and Standard Deviation were used to determine the average scores for the different variables and their sub-domains, along with the dispersion of the data. Pearson's Correlation was conducted to examine the relationship between the different variables. Additionally, a t-test was performed to compare group differences in Friendship Satisfaction with same sex friends between Males and Females. These statistical techniques helped in analysing the data and drawing meaningful conclusions.

4. RESULTS

TABLE 1:

Showing the Means and Standard Deviations of the different domains of Personality Traits (Extraversion, Agreeableness, Neuroticism, Openness and Conscientiousness), Friendship Satisfaction, and various conflict resolution styles (Tough Battler, Avoider, Compromiser, Accommodator, and Problem Solver).

VARIABLES	SEX	N	MEAN	STANDARD DEVIATION
Extraversion	Female	50	30.60	10.685
	Male	50	29.28	11.541
Agreeableness	Female	50	31.84	11.094
	Male	50	29.06	12.908
Neuroticism	Female	50	29.04	10.973
	Male	50	30.08	12.018
Openness	Female	50	31.08	11.945
	Male	50	33.14	10.248
Conscientiousness	Female	50	29.860	9.6616
	Male	50	32.900	11.3735
Friendship Satisfaction	Female	50	160.16	38.645
	Male	50	149.80	27.673
Tough Battler	Female	50	11.36	4.689
	Male	50	10.62	4.085
Avoider	Female	50	11.22	4.501
	Male	50	9.66	4.996
Compromiser	Female	50	11.88	4.255
	Male	50	10.86	4.580
Accommodator	Female	50	9.66	3.852
	Male	50	11.62	4.535
Problem Solver	Female	50	10.34	4.226
	Male	50	11.54	4.244

DESCRIPTIVE STATISTICS: MEAN AND STANDARD DEVIATION FOR FEMALES

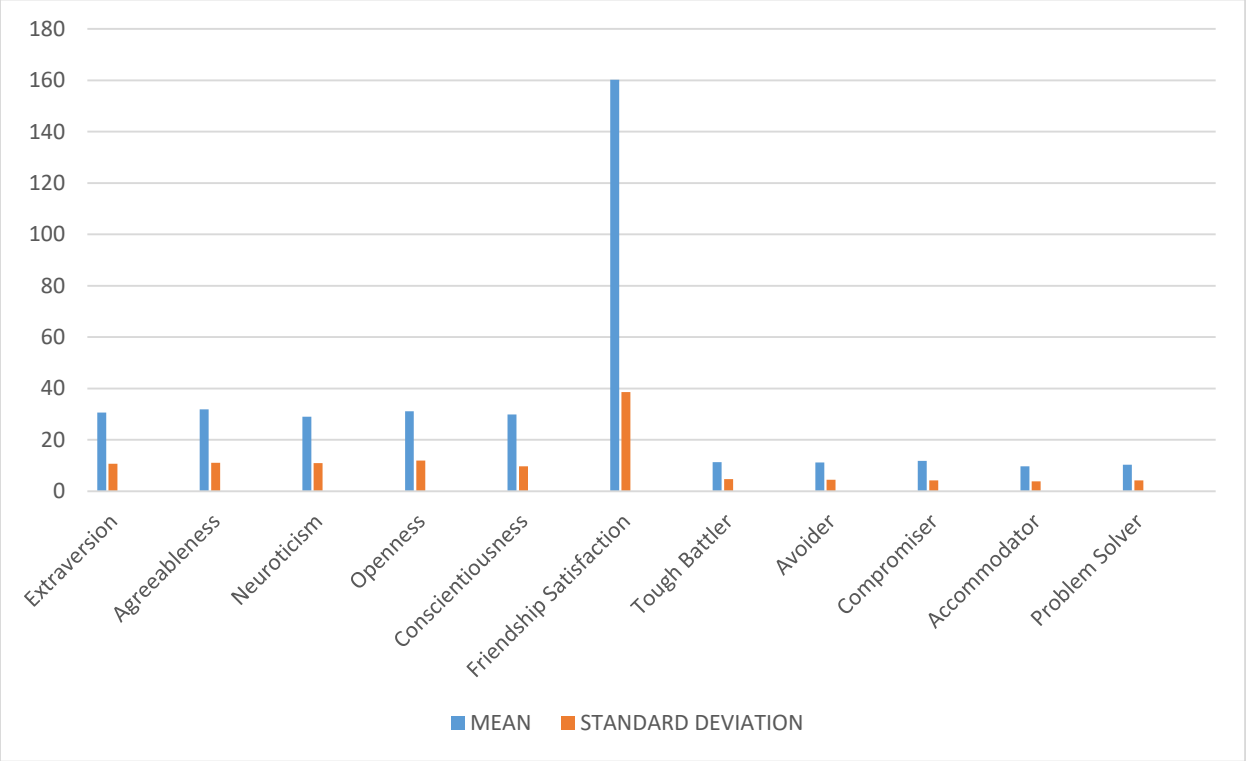

Figure 1: *Graphical Representation of the Mean and Standard Deviations of Extraversion, Agreeableness, Neuroticism, Openness, Conscientiousness, Friendship Satisfaction, Tough Battler, Avoider, Compromiser, Accommodator, and Problem Solver among Female Young Adults of Kolkata.*

DESCRIPTIVE STATISTICS: MEAN AND STANDARD DEVIATION FOR MALES

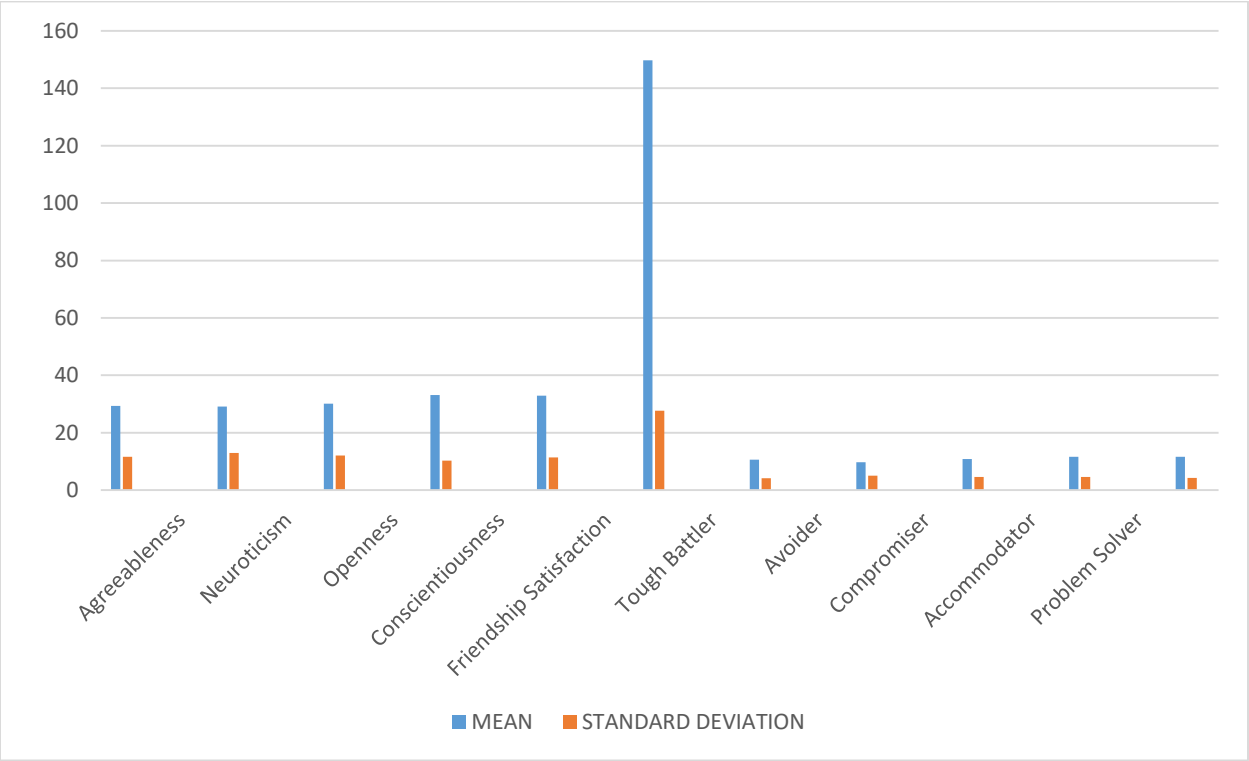

Figure 2: *Graphical Representation of the Standard Deviations of Extraversion, Agreeableness, Neuroticism, Openness, Conscientiousness, Friendship Satisfaction, Tough Battler, Avoider, Compromiser, Accommodator, and Problem Solver among Young Adults of Kolkata.*

TABLE 2:

Showing the correlation value between different domains of Personality Traits (Extraversion, Agreeableness, Neuroticism, Openness, and Conscientiousness) and Friendship Satisfaction:

	Extraversion		**Agreeableness**		**Neuroticism**		**Openness**		**Conscientiousness**	
	Correlational Value	**Significant Value**	**Correlational Value**	**Significant Value**	**Correlational Value**	**Significant Value**	**Correlational Value**	**Significant Value**	**Correlational Value**	**Significant Value**
Friendship Satisfaction	-.059	**.562**	-.048	**.638**	.044	**.662**	.105	**.300**	-.121	**.229**

From Table 2, it is found that:

- There is no significant relationship between Extraversion and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Agreeableness and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Neuroticism and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Openness and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Conscientiousness and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.

TABLE 3:

Showing the correlation value between various conflict resolution styles (Tough Battler, Avoider, Compromiser, Accommodator, and Problem Solver) and Friendship Satisfaction:

	Tough Battler		**Avoider**		**Compromiser**		**Accommodator**		**Problem Solver**	
	Correlational Value	**Significant Value**	**Correlational Value**	**Significant Value**	**Correlational Value**	**Significant Value**	**Correlational Value**	**Significant Value**	**Correlational Value**	**Significant Value**
Friendship Satisfaction	.175	**.081**	-.007	**.947**	-.095	**.345**	.060	**.550**	.067	**.505**

From Table 3, it is found that:

- There is no significant relationship between Tough Battler conflict resolution style and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Avoider conflict resolution style and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Compromising conflict resolution style and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Accommodator conflict resolution style and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.
- There is no significant relationship between Problem Solver conflict resolution style and Friendship Satisfaction ($p>0.05$). Hence the null hypothesis is accepted.

TABLE 4:

Showing the significant gender differences in Friendship Satisfaction with same-sex friends using t-test:

	t	**df**	**Sig. (2-tailed)**	**Mean difference**
Friendship Satisfaction	1.541	98	.126	10.360

From Table 4, it is found that there is no significant difference in the means of Friendship Satisfaction with same-sex friends between Males and Females ($p > 0.05$). Hence, the null hypothesis is accepted.

5. DISCUSSION

The present study explores the relationship between personality traits, conflict resolution styles, and friendship satisfaction among young adults in Kolkata. Despite differences in the personality type and conflict resolution tendencies between males and females, no significant relationship was found between these variables and friendship satisfaction. Additionally, friendship satisfaction levels were similar for males and females with same-sex friends. While these findings align with limited prior research, such as Wilson, Harris, and Vazire (2015) and Elkins and Peterson (1993), studies in the Indian context remain scarce. This highlights the need for further research on other factors, such as emotional intelligence, resilience, and empathy, which may influence friendship satisfaction.

The results of this study indicate that there exists no significant relationship between different domains of Personality Traits (Extraversion, Agreeableness, Neuroticism, Openness, and Conscientiousness) and Friendship Satisfaction. McGill (1985) conceptualizes friendship satisfaction as an individual's assessment of the overall quality and emotional fulfilment derived from their friendships. Costa and McCrae (1992) described personality traits as stable patterns in the way people typically think, feel, and act across various situations. The findings of this research aligns with prior research, such as the study by Wilson, Harris, and Vazire (2015), which found that openness to experience was not related to friendship satisfaction. Additionally, the same study reported that conscientiousness had a small but positive impact on friendship satisfaction, suggesting its influence might be limited. These findings suggest that personality traits may not be the primary determinant of friendship satisfaction, and other variables might play a more significant role. The findings also align with the study by Körner and Altmann (2023), which discovered that a person's level of extraversion didn't impact how satisfied their friend felt in the relationship. This means that even if someone believes their outgoing nature improves the friendship, it might not have the same effect on the other person. These insights reflect how nuanced and individual the role of personality can be in shaping friendships. Another 2012 article called *"Quality of College Students' Same-Sex Friendships as a Function of Personality and Interpersonal Competence"* looked into what influences friendship quality among college students. At first, the results showed that agreeableness seemed to be linked to better friendships. However, when researchers took into account interpersonal skills—like how openly someone communicates—that connection became insignificant. This points to the idea that personal

interaction abilities, such as being able to share thoughts and feelings, might matter more for friendship satisfaction than simply being agreeable. The article shows that building strong friendships is more complicated than just having a certain personality trait.

At the Social Affective Neuroscience Society conference in May 2021, researchers Ryan W. Conaghan, Taylor D. Guthrie, Moriah S. Stendel, and Robert S. Chavez shared findings from a study called *"Peer Perceptions of Neuroticism and Their Influence on Friendship and the Brain."* The research focused on how both individuals' own reports and their friends' perceptions of neuroticism affected the quality of friendships. Interestingly, the study found that people's self-rated levels of neuroticism didn't have a meaningful impact on how satisfied they felt in their friendships. However, when friends viewed someone as more neurotic, they were less likely to feel positively about the friendship. This suggests that it's not how neurotic someone believes themselves to be that matters, but rather how others interpret and respond to those traits.

The results also indicate no significant relationship between various conflict resolution styles (Tough Battler, Avoider, Compromiser, Accommodator, and Problem Solver) and Friendship Satisfaction. These findings aligns with Burgos-Calvillo et al. (2024) study titled *"Cultural Modes of Conflict Resolution, Roommate Satisfaction, and School Belonging: The Role of Socioeconomic Status in University Peer Relations"*, which explored how different conflict resolution styles impact friendship satisfaction in a university setting. Conducted at UCLA with 347 first-year students, the research examined how students' approaches to handling conflict—either through direct communication or harmony-maintaining strategies—affected their roommate relationships. While explicit, open communication was linked to higher satisfaction, the study also found that students from lower socioeconomic backgrounds tended to use more indirect, harmony-focused strategies, which were not as effective in improving roommate satisfaction. Crucially, the research emphasized that conflict resolution styles alone do not directly determine friendship satisfaction. Instead, factors like socioeconomic background play a significant role in shaping how these styles function in peer relationships. This suggests that the link between conflict resolution and friendship quality is more complex than previously assumed.

Furthermore, the results indicate that there is no difference in Friendship Satisfaction between Males and Females with same-sex friends. This finding is in accordance with the research by Elkins and Peterson (1993), which indicated that, on average, males and females reported comparable levels of satisfaction with their same-gender best friends. This suggests that gender does not play a major role in determining overall friendship satisfaction—both men and women value and enjoy their same-gender friendships similarly. These results challenge the common perception that men have stronger and more emotionally satisfying friendships than women, emphasizing that friendship dynamics might be more nuanced than previously believed.

The findings of this research, conducted on young adults in Kolkata between the ages of 18-25, reveal no relationship between personality traits and conflict resolution styles with friendship satisfaction. In the Indian context, there is a lack of studies examining the relationship between these variables and friendship satisfaction. One study by Rahim, M. A. (1983) analyzed how people handle conflicts in both personal and workplace relationships but did not focus on interpersonal friendships. While numerous studies exist in the Western context, there might be a clear gap in Indian research on this topic. This opens the door for further research to investigate how other factors, such as emotional intelligence, resilience, and empathy, influence friendship satisfaction. Additionally, this research confirms that friendship satisfaction is similar for males and females with same-sex friends, a finding supported only by the study of Elkins and Peterson (1993) in the Western context, with no Indian studies addressing this issue. This gap suggests a need for future research to explore whether friendship satisfaction levels remain the same for men and women in the Indian context, particularly in friendships with opposite-sex friends.

6. CONCLUSION

This study provides valuable insights into the factors influencing friendship satisfaction among young adults in Kolkata of the age range 18-25 years. The findings indicate that personality traits and conflict resolution styles are not significantly related to friendship satisfaction, and there is no difference in the friendship satisfaction levels between males and females with same-sex friends. These results challenge common assumptions about the role of personality and interpersonal conflict in friendships. Given the lack of research in the Indian context, future studies should explore additional factors such as emotional intelligence, resilience, and empathy to better understand what shapes meaningful and satisfying friendships.

7. LIMITATIONS

The findings of the present study are based on participants from a single metropolitan Indian city (Kolkata), limiting the generalizability of the results to the broader Indian population. The study was conducted with a relatively small sample size (n = 100) due to time constraints, which may affect the generalizability of the findings to larger and more diverse populations. Friendship satisfaction was measured only in the context of same-sex friendships, whereas friendships also involve opposite-sex friends. This limitation may overlook potential differences in satisfaction levels based on gender dynamics in cross-gender friendships. Since personality traits and conflict resolution styles were found to have no relationship with friendship satisfaction in the Indian context, other variables such as emotional intelligence, empathy, and resilience should be considered in future research to gain a more comprehensive understanding of factors influencing friendship satisfaction.

8. IMPLICATIONS

- **Mental Health and Counselling Platforms**

Since the findings of this study found that personality traits and conflict resolution styles are not related to friendship satisfaction, mental health professionals may want to shift their focus. Instead of trying to adjust personality traits or conflict resolution methods, they could place more emphasis on the context of the friendship—such as the role of life stress, social support, and shared experiences. Therapy or counselling could center around helping individuals develop realistic expectations for their friendships and focus on fostering genuine, supportive interactions.

- **Educational Institutions and Student Support Services**

For schools, colleges, and universities, this research suggests that peer-support programs don't need to rely on matching students based on personality. Rather than focusing on personality fit, institutions could encourage activities that promote inclusion and a sense of belonging. Group projects, skill-building workshops, and spaces for open conversation would help students build strong friendships through shared experiences, emotional connection, and mutual respect, which are key factors in friendship satisfaction.

- **Social Media and Friendship-Based Apps**

Social media and friendship apps could take these findings into account when designing their platforms. Since personality traits are not related to friendship satisfaction, app developers might prioritize matching users based on shared interests or emotional support instead. Features that encourage meaningful connections—such as collaborative activities, discussions, or community events—could lead to more fulfilling online friendships, helping users feel more connected and engaged with others.

- **Youth Development and Community Programs**

Community programs aimed at young adults can use these insights to create initiatives that focus on building strong friendships without overly focusing on personality or conflict

resolution. Programs could encourage active listening, empathy, and mutual respect, which promote healthier friendships. The goal would be to show young people that different personalities and conflict styles don't hinder their ability to form satisfying friendships—what matters more is acceptance, understanding, and shared emotional bonds.

- **Relationship and Friendship Coaching Services**

For coaches working with individuals who want to improve their friendships, these findings provide valuable insight. Instead of focusing on personality compatibility or trying to teach perfect conflict resolution skills, coaching can prioritize emotional connection, time investment, and shared values as the foundation of satisfying friendships. This approach can help clients who feel pressured to change their personality or adopt specific conflict resolution methods to improve their friendships, empowering them to embrace who they are and focus on the deeper aspects of connection.

9. FUTURE RECOMMENDATIONS

Future studies could look into other factors that affect friendship satisfaction, such as emotional intelligence, how we communicate, and the experiences we share. Comparing friendships across different cultures or regions could offer a deeper understanding of how they work, while long-term studies could help us see how friendships change over time. It would also be helpful to explore how technology influences friendships and how satisfaction with friendships might be linked to mental health. Expanding the research to include various age groups, opposite-sex friendships, and different types of friendships would make the findings more applicable to a wider range of people.

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APPENDICES

APPENDIX A

INFORMED CONSENT FORM:

This independent research is a part of a dissertation for a postgraduate course, MSc. In Applied Psychology, Sister Nivedita University. The purpose of this study is to explore certain psychological aspects.

Participant's Role:
If you agree to take part, you will be asked to answer a set of questions. Your identity will remain anonymous.

Risks and Benefits:
There are no expected risks or discomforts. While there are no direct personal benefits, your participation will contribute to valuable research and knowledge development.

Voluntary Participation:
Participation is completely voluntary. You can skip any question or withdraw at any time without consequences.

Confidentiality:
Your responses will be securely stored and will not be shared without your consent. Only the researcher will have access to your information.

Consent Statement:

I, _____, understand the study details and agree to participate voluntarily. I acknowledge that my information will be kept confidential and that I can withdraw at any time.

Signature: _____ Date: _____

APPENDIX B

INFORMATION SCHEDULE:

- Name (Initials): _____
- Age: _____
- Sex: _____
- Gender: _____
- Educational Qualification: _____
- Occupation: _____
- Contact Information: _____
- Any history of Physical illness: _____
- Any history of Psychiatric illness: _____

APPENDIX C

SCALE 1:

Instructions:

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

1 = Disagree Strongly 2 = Disagree a little 3 = Neither Agree Nor Disagree

4 = Agree a little 5 = Agree Strongly

	Disagree strongly (1)	**Disagree a little (2)**	**Neither agree nor disagree (3)**	**Agree a little (4)**	**Agree strongly (5)**
1. I see myself as someone who is talkative.	1	2	3	4	5
2. I see myself as someone who tends to find fault with others.	1	2	3	4	5
3. I see myself as someone who does a thorough job.	1	2	3	4	5
4. I see myself as someone who is depressed, blue.	1	2	3	4	5
5. I see myself as someone who is original, comes up with new ideas.	1	2	3	4	5
6. I see myself as someone who is reserved.	1	2	3	4	5

	Disagree strongly (1)	**Disagree a little (2)**	**Neither agree nor disagree (3)**	**Agree a little (4)**	**Agree strongly (5)**
7. I see myself as someone who is helpful and unselfish with others.	1	2	3	4	5
8. I see myself as someone who can be somewhat careless.	1	2	3	4	5
9. I see myself as someone who is relaxed, handles stress well.	1	2	3	4	5
10. I see myself as someone who is curious about many different things.	1	2	3	4	5
11. I see myself as someone who is full of energy.	1	2	3	4	5
12. I see myself as someone who starts quarrels with others.	1	2	3	4	5
13. I see myself as someone who is a reliable worker.	1	2	3	4	5
14. I see myself as someone who can be tense.	1	2	3	4	5
15. I see myself as someone who is ingenious, a deep thinker.	1	2	3	4	5
16. I see myself as someone who generates a lot of enthusiasm.	1	2	3	4	5
17. I see myself as someone who has a forgiving nature.	1	2	3	4	5

	Disagree strongly (1)	**Disagree a little (2)**	**Neither agree nor disagree (3)**	**Agree a little (4)**	**Agree strongly (5)**
18. I see myself as someone who tends to be disorganised.	1	2	3	4	5
19. I see myself as someone who worries a lot.	1	2	3	4	5
20. I see myself as someone who has an active imagination.	1	2	3	4	5
21. I see myself as someone who tends to be quiet.	1	2	3	4	5
22. I see myself as someone who is generally trusting.	1	2	3	4	5
23. I see myself as someone who tends to be lazy.	1	2	3	4	5
24. I see myself as someone who is emotionally stable, not easily upset.	1	2	3	4	5
25. I see myself as someone who is inventive.	1	2	3	4	5
26. I see myself as someone who has an assertive personality.	1	2	3	4	5
27. I see myself as someone who can be cold and aloof.	1	2	3	4	5
28. I see myself as someone who perseveres until the task is finished.	1	2	3	4	5
29. I see myself as someone who can be moody.	1	2	3	4	5

	Disagree strongly (1)	Disagree a little (2)	Neither agree nor disagree (3)	Agree a little (4)	Agree strongly (5)
30. I see myself as someone who values artistic, aesthetic experiences.	1	2	3	4	5
31. I see myself as someone who is sometimes shy, inhibited.	1	2	3	4	5
32. I see myself as someone who is considerate and kind to almost everyone.	1	2	3	4	5
33. I see myself as someone who does things efficiently.	1	2	3	4	5
34. I see myself as someone who remains calm in tense situations.	1	2	3	4	5
35. I see myself as someone who prefers work that is routine.	1	2	3	4	5
36. I see myself as someone who is outgoing, sociable.	1	2	3	4	5
37. I see myself as someone who is sometimes rude to others.	1	2	3	4	5
38. I see myself as someone who makes plans and follows through with them.	1	2	3	4	5
39. I see myself as someone who gets nervous easily.	1	2	3	4	5

	Disagree strongly (1)	Disagree a little (2)	Neither agree nor disagree (3)	Agree a little (4)	Agree strongly (5)
40. I see myself as someone who likes to reflect, play with ideas.	1	2	3	4	5
41. I see myself as someone who has few artistic interests.	1	2	3	4	5
42. I see myself as someone who likes to cooperate with others.	1	2	3	4	5
43. I see myself as someone who is easily distracted.	1	2	3	4	5
44. I see myself as someone who is sophisticated in art, music, or literature.	1	2	3	4	5

APPENDIX D

SCALE 2:

Instructions:

Rank order these first five statements [1 = the statement I agree with most strongly; 5 = the statement I disagree with most strongly].

NO TIE RANKS ALLOWED.

No.	Statement	RANK
1	Conflict is a game with winners and losers.	_____
2	Conflict is a mess which makes me uncomfortable.	_____
3	Conflict represents a trade-off between competing interests.	_____
4	Conflict is a "bump in the road" which needs smoothing out.	_____
5	Conflict represents an opportunity for improved decision-making.	_____

For the remaining items below, use the following scale:

1 = Strongly agree; 2 = Agree; 3 = Undecided; 4 = Disagree; 5 = Strongly Disagree

No.	Statement	Rating
6	I try to avoid situations where I expect heated controversy.	_____
7	When in conflict, I normally ask for more than I expect to get.	_____

No.	Statement	Rating
8	I try to help friends resolve their differences.	_____
9	It is possible for both parties to “win” in most conflicts.	_____
10	I almost never back away from a good argument.	_____
11	I am willing to meet the other person half-way.	_____
12	I listen more than I talk in most conflict situations.	_____
13	Other people often improve my ideas.	_____
14	All is fair in love, war, and conflict.	_____
15	When conflict erupts in my group, I try to stay out of it.	_____
16	Normally, I would rather lose an argument than hurt someone’s feelings.	_____
17	I discuss my differences with others openly.	_____
18	I wish people with nothing worthwhile to say, would keep their opinions to themselves.	_____
19	Conflict is a waste of time and effort.	_____
20	You have to be willing to make sacrifices to settle a conflict.	_____

APPENDIX E

SCALE 3:

Instructions:

The items on this part of the form concern the kind of friend your best/casual same-sex friend is to you. This is how the items work: Imagine that the dotted space in each item contains your friend's name. With that friend in mind, decide how often the item applies. On the scale directly to the right of each item circle the number that indicates how often your friend is or does what the item says.

There are no right or wrong answers because adult friendships are very different from one another. Just describe your best same-sex friend as he or she really is to you.

No.	Question	Never (0)	(1)	Rarely (2)	(3)	Once in a while (4)	(5)	Fairly Often (6)	(7)	Always (8)
1	….. Has good ideas about entertaining things to do.	0	1	2	3	4	5	6	7	8
2	…..Makes me laugh.	0	1	2	3	4	5	6	7	8
3	…..Is exciting to talk to.	0	1	2	3	4	5	6	7	8
4	…..Is exciting to be with.	0	1	2	3	4	5	6	7	8
5	…..Is fun to sit and talk with.	0	1	2	3	4	5	6	7	8
6	…..Helps me when I need it.	0	1	2	3	4	5	6	7	8
7	…..Helps me do things.	0	1	2	3	4	5	6	7	8

No.	Question	Never (0)	(1)	Rarely (2)	(3)	Once in a while (4)	(5)	Fairly Often (6)	(7)	Always (8)
8	…..Lends me things that I need.	0	1	2	3	4	5	6	7	8
9	…..Helps me when I'm trying hard to finish something.	0	1	2	3	4	5	6	7	8
10	…..Shows me how to do things better.	0	1	2	3	4	5	6	7	8
11	…..Is someone I can tell private things to.	0	1	2	3	4	5	6	7	8
12	…..Knows when I am upset.	0	1	2	3	4	5	6	7	8
13	…..Is someone I can tell secrets to.	0	1	2	3	4	5	6	7	8
14	…..Knows when something bothers me.	0	1	2	3	4	5	6	7	8
15	…..Is easy to talk to about private things.	0	1	2	3	4	5	6	7	8
16	…..Would want to stay my friend if we didn't see each other for a few months.	0	1	2	3	4	5	6	7	8
17	…..Would still want to be my friend even if we had a fight.	0	1	2	3	4	5	6	7	8
18	…..Would stay my friend even if other people criticized me.	0	1	2	3	4	5	6	7	8

No.	Question	Never (0)	(1)	Rarely (2)	(3)	Once in a while (4)	(5)	Fairly Often (6)	(7)	Always (8)
19	…..Would stay my friend even if other people did not like me.	0	1	2	3	4	5	6	7	8
20	…..Would still want to stay my friend even if we argued.	0	1	2	3	4	5	6	7	8
21	…..Makes me feel smart	0	1	2	3	4	5	6	7	8
22	…..Makes me feel special	0	1	2	3	4	5	6	7	8
23	…..Compliment me when I do something well.	0	1	2	3	4	5	6	7	8
24	…..Point out things that I am good at.	0	1	2	3	4	5	6	7	8
25	…..Makes me feel that I can do things well.	0	1	2	3	4	5	6	7	8
26	…..Would make me feel comfortable in a new situation.	0	1	2	3	4	5	6	7	8
27	…..Would be good to have around if I were frightened.	0	1	2	3	4	5	6	7	8
28	…..Would make me feel better if I were worried.	0	1	2	3	4	5	6	7	8

No.	Question	Never (0)	(1)	Rarely (2)	(3)	Once in a while (4)	(5)	Fairly Often (6)	(7)	Always (8)
29	…..Would make me feel calmer if I were nervous.	0	1	2	3	4	5	6	7	8
30	…..Makes me feel better when I am upset.	0	1	2	3	4	5	6	7	8